

External School Review – Woodside Primary School

Across our education system, we seek growth for every student, in every class, and in every school. The external school review value-adds and supports schools to raise student achievement and sustain high performance by providing an expert external perspective on school performance by verifying or challenging:

- a school's improvement planning and processes and its impact on student learning
- the impact of previous external school directions
- the rigour of a school's improvement practices
- the school's capacity to achieve or sustain learning improvement over time.

The external school review lines of inquiry focus on:

- quality school improvement planning
- expert teaching
- quality leadership
- conditions for optimal learning.

The overarching question in every external school review is: How well does the school improve achievement, growth, challenge, engagement, and equity?

Reported impact of directions from the previous External School Review in March 2019.

Leaders designed a strategic response to the previous external school review directions. Evidence in reading data shows significant improvement from 2019 to 2021. Implementation of a whole school English teaching program from reception to year 6 and clearly defined maths and English agreements are positively impacting the level of consistent pedagogy across the school.

Staff have developed a common understanding of school improvement plan actions and their implications for learning design and self-review. Clear expectations are modelled by leaders and the engagement of teachers in the school improvement plan process is strong. Performance development plans, professional learning and observation and feedback processes are aligned to the improvement plan. School improvement actions and progress are reviewed regularly by the leadership team and staff have genuine engagement in this process.

Staff have had the opportunity to be involved in a range of professional development processes to build their capability to understand and analyse achievement data and plan for differentiation. There is now an opportunity to connect the aspects of this learning to plan for increased quality of challenge and stretch across the school.

There is clarity and rigour in performance development evident at the school. Staff reported that everything they do is aligned to the school improvement plan and that leaders model the pedagogy they want to see in classrooms.

School values are evident in all aspects of school life. Teachers are immersing students in the language of these values daily and students can articulate how they support positive culture in classrooms and the school yard.

Students understand the concept of learning intentions and success criteria, these were observed in classrooms and student workbooks and there is growing capability in the use of learning goals.

Staff and parents are positive about the direction of the school and reported a high degree of trust with the leadership team.

Outcomes from the External School Review held in June 2023.

The principal will work with the education director to implement the following directions:

- Direction 1** **Develop a whole school understanding of stretch and cognitive challenge that is clearly communicated with students and their parents and translated into learning tasks that support high academic achievement.**
- Direction 2** **Strengthen teacher understanding of the professional learning community process, via a clearly documented system that includes an agreed agenda, to drive progress towards school improvement plan goals.**
- Direction 3** **Develop agreed expectations around ongoing teacher to family communication that is rigorous, directly related to student learning and learning goals and inclusive of all aspects of the curriculum.**



These directions are published on the school improvement plan and will support the school's ongoing improvement work. **Based on the school's current performance, Woodside Primary School will be externally reviewed again in 2026.**



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